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ABSTRACT

The document reports on a Connecticut project to develop four resource products: "A Multi-Dimensional In-service Guidebook for Professional Personnel in Gifted and Talented:" "Identification and Programming for Students with Outstanding Talent in the Creative Arts:" "Identifying and Programming for Hispanic Gifted and Talented:" and "Differentiated Curriculum in Marine Studies/Computer Science for Gifted and Talented Students." Section I reviews objectives common to all resource products including selection of task force members, demonstration of materials, evaluation, and dissemination. A second section outlines specific objectives relating to each of the four resource products. Appendixes include materials relating to demonstrations of the resource products, evaluation instruments, and sample forms. (SBH)

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Gifted & Talented Resource Material(s) Development for Connecticut Professional Personnel
#G00790177 PR 562AH90006

Jean M. Blanning, Editor

FINAL REPORT

INTRODUCTION

The objectives for the project, Gifted & Talented Resource Material(s) Development for Connecticut Professional Personnel, were met by the end of the grant period. Although the objectives were detailed for each of the four (4) resource products for its development, production, dissemination and demonstration, several objectives were similar for all of the products. Therefore, this report will first document the completion of those objectives similar among the four resource products and second, document completion of those objectives pertaining to the individual resource products.

The four products are entitled: A Multi-Dimensional In-service Guidebook for Professional Personnel in Gifted & Talented; Identification and Programming for Students with Outstanding Talent in the Creative Arts; Identifying and Programming for Hispanic Gifted and Talented; Differentiated Curriculum in Marine Studies/Computer Science for Gifted and Talented Students. These booklets will be in the Conn-cept series of publications by the State Department of Education, Office of Gifted and Talented.

As the coordinator-editor of this project, I have met the general project objectives designated for this role. My professional experience includes eleven years in education of the gifted and talented, authorship of numerous professional publications, and editing work on eight publications from the State of Connecticut Clearinghouse for the Gifted and Talented. In my role as coordinator of the Clearinghouse for the last two years, I have maintained a network of communication and delivery of resources (human and material) among the six Connecticut Regional Educational Service Centers (RESCs) and served as a liaison between the RESCs and the State Department of Education.

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SECTION I - OBJECTIVES FOR ALL RESOURCE PRODUCTS

SELECTION OF TASK FORCE CHAIRPERSONS AND MEMBERS

My initial task in the project for the development of the four resource products was to contact professional persons in the field of gifted and talented, relevant organizations and institutions, the Archdiocese of Hartford, the Diocese of Bridgeport, the Diocese of Norwich, and the Connecticut Association of Independent Schools for the purpose of inviting their participation in the project. The second task was to designate five task force chairpersons. (The science booklet had two components -- marine studies and computer science -- and, therefore, required two separate task forces.) I was able to select chairpersons with long-standing experience in the education of the gifted and talented and expertise in their particular areas of this education.

Each task force chairperson, without consulting the other chairpersons, decided on one guiding principle for the selection of task force members: to select persons with expertise who were willing to work and contribute throughout the entire process required for producing the booklets and to invite other persons with expertise to act as consultants. Based on this principle, chairpersons contacted numerous people before making final decisions on the composition of the task forces. Therefore, task force members, when finally selected, represented persons with both expertise and commitment to the project and its requirements. This principle was crucial to the development of substantive resource products within the stated timelines. Chairpersons and members represented persons "in the field" implementing programs.

PROCESS FOR DEVELOPING THE BOOKLETS

After selecting task force members, the chairpersons scheduled meeting dates for all task force members and the coordinator-editor. In the initial meetings, the members established tentative outlines for the booklets from which each member selected the section or sections on which he/she wanted to work. Further meetings included discussion of researched materials and revisions of outlines and drafts. All members read the sections of other members and critically discussed the sections. As editor, I read all drafts and made suggestions throughout the process to which members responded.

The task forces on the talented in the creative arts and Hispanic gifted and talented continued to meet until the document reached the final draft stage. The marine studies task force elected one member to write the draft and maintain contact with the chairperson and editor, thereby

diminishing the number of meetings of the entire task force. The computer science task force chairperson held initial meetings and received materials from all members. In consultation with me, as editor, he then proceeded to compile the materials, therein making formal meetings with task force members unnecessary. He met with me after submitting drafts for revision work. This chairperson represented the person with the most expertise on the task force and had experience with all grade levels, particularly the secondary level where differentiated curriculum in computer science is especially pertinent. The in-service task force chairperson, after initial meetings with his members, worked with them separately and held intermittent meetings with the total task force. He worked consistently with me, as editor. All three task force members field tested the booklet during the process of producing it. (See section under In-service.)

The initial literature search conducted by all task forces was extensive and is documented under the separate task force activities.

Edited drafts of the task force booklets were submitted in the spring to Mr. William G. Vassar, project director and Connecticut Consultant for the Gifted and Talented. After editing by Mr. Vassar, task force chairpersons and relevant task force members were contacted for revision work, where needed. As editor, I assumed responsibility for revising work when needed, after consultation with the appropriate task force chairperson.

Drafts were prepared, demonstrated by task force members and distributed at the Confratute sponsored by the State Department of Education and the University of Connecticut held at the latter's site, July 28 - August 8. Response from the professional personnel in gifted and talented, the participants of the Confratute, was enthusiastic with minor revisions suggested in these drafts.

DEMONSTRATIONS

All revisions made, the booklets were ready for printing in September. Demonstrations of the booklets commenced on September 18 at the Capitol Region Education Council in West Hartford for professional personnel in the CREC, EASTCONN and RESCUE regions. On September 22, a demonstration was held at the Area Cooperative Educational Service Center for the ACES, CES and LEARN regions. Approximately sixty persons attended these sessions.

On September 28 professional personnel in gifted and talented from Connecticut, Massachusetts and Rhode Island were personally invited and met for demonstration and in-depth sessions on the resource booklets. These persons were key persons in the fields represented by the booklets. Teachers in the LEARN region were invited as the conference was held in East Lyme, CT, in the LEARN area.

The project director, coodinator, consultants from Massachusetts and Rhode Island and task force chairpersons met Friday evening, September 27, 1980, for preliminary preparation. The conference on Saturday, September 28th, commenced at 9:00 a.m. with a morning overview session which followed the same format as the two demonstrations at CREC and ACES. Task force chairpersons or members of the task forces each presented fifteen-minute outlines of their respective booklets, with emphasis on the resource value of each booklet.

The conference continued after luncheon with two-hour concurrent sessions for each booklet. The seventy participants selected the sessions appropriate for their work; each session had approximately the same number of persons, with the session on in-service higher in attendance.

Sets of the booklets were distributed to each participant.

Announcements of the demonstration workshops and the all-day conference are in Appendix A.

EVALUATIONS

Responses from key persons who read final drafts distributed at the Confratute were highly positive. Two booklets, especially, received "publishable" acclaim. One will be adopted in format in another state for a training booklet.

Field testing of the in-service booklet, documented in the in-service section, proved successful; the booklet "worked" for delivering services to professional personnel at various stages of development.

Members of all task forces have been invited to present demonstrations of their respective booklets at conferences or workshops in their particular fields during the coming year -- locally, in and out of state and nationally. The booklets have assumed a life of their own and will have impact over a long period of time, along several lines and in various places.

More formal evaluation was conducted at the two one-and-one-half-hour workshops at CREC and ACES and at the Interstate All-Day Demonstration Conference in East Lyme. The evaluation form and a breakdown of the responses are in Appendix B.

Assessment of the responses: CREC and ACES workshops

1. Participants checked items on the form thoughtfully and critically, not "across the board" in any one area or areas. Some participants did not check those items which they thought required perusal or in-depth reading of the resource products on their part.

2. With the exception of the booklet for the Hispanic Gifted, all booklets represented a response to needs felt generally by professional personnel. The Hispanic Gifted booklet represents a response to a highly specialized need. This finding is consistent with the findings from the literature search conducted throughout the country. The awareness level of this gifted student population is low. Responses indicated that the booklet can have value in raising this awareness level, and therefore, has its own special contribution to make.

3. The areas in greatest need for training are those areas which are technical and linguistic/cultural -- the two sciences and Hispanic Gifted.

4. Comments indicated enthusiasm for the booklets and praise for the quality of the presentations. Preliminary dissemination of booklets to every person attending these sessions was not possible because of time, numbers and unpredictability of who would attend among those invited. However, this fact limited critical evaluation.

   Two remarks exemplify the comments, one favorable and one unfavorable:

   "Presentation by various 'authors' of booklets was informative and articulate. It is delightful to hear people working with the implementation of G/T programs who are lucid and intellectually oriented... It is productive also to be able to associate a 'face' with a name on documents disbursed by the state. Bravissimo!"

   "I would not consider this a training period. A familiarization, yes. I am looking forward to receiving these books but don't feel today was very productive."

Assessment of the two-hour in-depth sessions at the day-long Saturday conference

Participants in the interstate all-day demonstration conference were asked to check their evaluation sheets based on the in-depth afternoon session of their choice. Some checked the sheet on the basis of all demonstrations.

Participants in the In-service and Creative Arts sessions submitted the greatest number from the in-depth sessions. Creative Arts received the highest number of checks in all areas considered "most appropriate for meeting needs" with In-service close in number in most areas. For those checked in Science and Hispanic Gifted, resources and discussion of issues were "most appropriate."

The comments on the evaluation sheets serve as the best indicators from the all-day conference of the value of the presentations, in-depth sessions and booklets.

Selections from Comments

1. "Level of presentations was excellent! Booklets represent useful and relevant material - very valuable for gifted personnel to use."

2. "Didn't have enough time to really adequately analyze booklets - but they're chock full of great ideas!"

3. "An excellent conference - panel and workshops format was most appropriate."

4. "Excellent presentations."

5. "Too early to tell (about appropriate areas); need time to peruse."

6. Creative Arts: "The booklet has been very helpful - and I have been able to schedule personal contact through this conference. Thanks!"; "Creative Arts most helpful! Wish it could have been longer."

7. In-service: "Discussion of in-service problems was very helpful"; "Good day;good resources."; "Alan White is a great example of a skilled in-service leader."

DISSEMINATION

The four resource products were packaged as a set and disseminated to the following:

U.S. Office of Gifted and Talented, U.S. Department of Education
Connecticut State Department of Education: officers and consultants
Connecticut State Board of Education
Regional Educational Service Centers in Connecticut
Connecticut State Clearinghouse for the Gifted and Talented
All superintendents of school districts in Connecticut
All directors of programs for the gifted and talented in Connecticut
All task force members and consultants
ERIC
Special Education Resource Center of the State Department of Education
Professors of programs and courses for the gifted and talented:
- University of Connecticut
- University of Bridgeport
- University of Hartford
- Southern Connecticut State College

Archdiocese of Hartford, Diocese of Bridgeport, Diocese of Norwich
Connecticut Association of Independent Schools
Connecticut Association of School Boards
Participants at the Interstate All-Day Demonstration Conference - September 28

Sets of the four resource products remain with the Connecticut Consultant for Gifted and Talented for distribution through that office upon request and need.

SECTION II - SPECIFIC OBJECTIVES FOR INDIVIDUAL RESOURCE PRODUCTS

OBJECTIVES FOR A MULTI-DIMENSIONAL IN-SERVICE GUIDEBOOK FOR PROFESSIONAL PERSONNEL IN GIFTED AND TALENTED

Objective 1.0 Develop and produce a guidebook and materials packet for a multi-dimensional approach to in-service training of professional personnel.

Activities:

1.1 Identify effective model(s) for in-service training of professional personnel.

Task force members reviewed available literature on in-service for the gifted from an ERC computer search at ACES. The Pennsylvania School Improvement Process material presented a format for in-service from material available at ACES. From the State of Connecticut Clearinghouse for the Gifted and Talented, two documents in particular were reviewed: Guidelines for In-service developed by the state of Georgia for professional personnel in gifted and talented and an E.S.E.A. Title IV-C project from Racine, Wisconsin entitled "A Curriculum for Thinking: A Developmental Gifted Program" -- a series of television presentations.

The rationale for the grant guidebook was derived from William G. Vassar's multi-dimensional in-service model. ("In-service Training Program Model for Professional Personnel in the Education of the Gifted and Talented." Conn-cept I: Connecticut's Planning for the Gifted and Talented -- Practical Suggestions for Gifted and Talented Program Development. Hartford, CT: Connecticut State Department of Education, 1979, pp. 70-80.)

1.2 Design content for single awareness session and up to two follow-up training sessions to include the following major topics:

1.2.1 Rationale for differentiated instruction.

The format of the guidebook builds from the beginning stages of awareness to more sophisticated understanding and, thereby, builds the rationale for differentiated instruction throughout the guidebook. The guidebook is based on topics which address the questions of "who are the gifted" and "what are their needs."

1.2.2-5 Characteristics and needs of the gifted; Implications for curriculum; Methods and materials for differentiating curriculum; Instructional strategies for the regular classroom teacher for incorporating problem-solving and creative thinking skills into core curriculum.

The initial pages of the guidebook entitled "User's Guide" provide the documentation for the accomplishment of these objectives. Refer to pages 10-11 in this report entitled A. Overview of Content.

1.3 Design and produce appropriate software to accompany the guidebook.

1.3.1-2 The "User's Guide" provides the documentation for the accomplishment of these objectives. Refer to pages 11-13 in this report entitled B. Format.

USER'S GUIDE

I. How to Use This Guidebook

A. Overview of Content

The guidebook has been organized into seven modules, of varying lengths, with concepts arranged generally in sequential order:

Module 1, Identification of the Gifted, deals with traditional and broadened definitions, characteristics, and Connecticut administrative regulations regarding identification. It also includes a group activity which requires workshop participants to apply what they have learned.

Module 2, Implications of Characteristics, serves as an introduction to the module on curriculum enrichment, which follows it. Essentially, this module details the changes in the roles of teacher and learner and the modifications in the curriculum which are made necessary by the unique characteristics of gifted and talented students. Because this module is short (actually only six key points), it may be integrated into Module 1 or may serve as an introduction to Module 3.

Module 3, Methods for Differentiating the Curriculum, is one of the longer modules and could, therefore, be either condensed (with parts used selectively) or spread out over two or more workshop sessions, as time and interest permit. The two major sections of this unit deal with 1) changes in content and teaching strategies and 2) methods for systematically generating curriculum activities by the use of cognitive and instructional models (Bloom and Williams).

Module 4, Encouraging Creative Thinking and Problem-Solving, also has two parts. The first describes the creative problem-solving process, and the second involves participants in creative thinking activities and problem-solving exercises.

Module 5, Preparation for Independent Study, provides an overview of the skills needed for independent inquiry, the role of the teacher, and appropriate strategies. This module, too, is brief and could be used in conjunction with Module 3 because it describes another method of differentiating curriculum. Another alternative would be to use it with Module 6 to amplify or extend some of the Type II and Type III activities of the Triad.

Module 6, The Enrichment Triad Model, is a succinct summary of Joseph S. Renzulli's approach to curriculum and can be viewed as another of the various ways of differentiating curriculum for the gifted and talented.

Module 7, Streamlining the Basic Curriculum, describes methods for both accelerating and "compacting" the basic curriculum for gifted students in the regular classroom.

B. Format

Each module has a standard format with the following elements:

1. Trainer's Notes - Brief notes containing these sections:
   a. Essential Background--Trainers should always be thoroughly familiar with the ideas contained in these references.
   b. If You Wish to Go Further--These are more advanced references which trainers can use for further background or to provide addi-

tional in-depth information in workshop presentations.

c. Key Ideas--These are condensed statements of the content and can be used to prepare objectives or descriptions of the workshops.

d. Management of the Presentation--This section offers suggestions of ways to enhance or vary the form of the workshop.

2. Content Outline - This is the heart of each module. Rather than providing a word-for-word "script" from which a trainer should not deviate, the authors have attempted to organize the key concepts in a logical sequence providing some minimal cues for trainers to use in formulating their own presentations. The printed words need not be adhered to rigidly; trainers are encouraged to improvise freely.

3. Materials - The materials section, to the right of the content outline, is keyed to particular points in the presentation of information. Materials are in the form of masters for overhead transparencies and masters for xeroxed handouts.

Each item is coded in the upper corner (just in case your pile of transparencies gets shuffled or falls on the floor), by module and sequence within a module. For example, 2-T-5 is the code for the fifth transparency in Module 2. For handouts, the code letter is "H". (E.g., 6-H-1 refers to Module 6, handout #1).

Trainers should feel free to use the information on transparencies in whatever way is most comfortable. Transparencies, for example, may be used as your own notes for part of your oral presentation--rather than using them as visuals

for the participants. Other trainers may build their entire presentations around the transparencies--using them as prompts or points of departure for their own explanatory comments. Another method is to use the transparencies as sources of illustrative or supplementary information. A fourth alternative is to use some of them as masters for handouts to participants--especially if time does not permit adequate coverage during the oral presentation.

1.4 Field test Resource Product and accompanying materials packet.

Alan White, chairperson, field tested the guidebook on June 5-6 at the Study Institute sponsored by the State Department of Education at Southern Connecticut State College in which twelve districts trained to design programs. Part of the presentation was on curriculum. Alan field tested modules #2 and #3, with examples from #4 and #5.

Sally Harris, task force member, gave a presentation at each site of the statewide Update Conference for Professional Personnel in Gifted and Talented: ACES and EASTCONN, June 11-12, on module #1.

Alan and Sally used every module among #3-#7 and parts of #2 at the ACES summer workshop, June 14-28, entitled "Enrichment for Gifted and Creative Children in the Regular Classroom." These two persons interchanged sections written by the other to test delivery by someone other than the author.

Sally Reis, the third member of the task force, field tested module content at places and on dates cited below:

Date	Place	Topic
7/7/80	BOCES, Long Island	Triad-in-Action Streamlining Curriculum
7/30/80	University of Connecticut	Triad-in-Action
8/2/80	"Confratute"	Streamlining Curriculum
8/20/80	Mansfield, Ohio	Triad-in-Action Identification
8/21/80	Mansfield, Ohio	Streamlining Curriculum

The results of the field testing indicated that the modules were suitable for use, with initial preparation of the presenter going over the module(s) first. No further collection of materials was necessary. Each module "worked."

1.5 Make necessary adjustment and produce final Resource Product and materials packet.

Major editing was accomplished before the field testing; therefore, large adjustments were not necessary after field testing. Editing consisted mainly of clarification of some materials in the Appendix and some modular material where there was repetition.

Besides the masters in the guidebook, a set of transparencies has been made for possible borrowing.

(Objective #2 is covered in Section I.)

OBJECTIVES FOR IDENTIFICATION AND PROGRAMMING FOR STUDENTS WITH OUTSTANDING TALENT IN THE CREATIVE ARTS

Objective 3.0 Develop and produce a Resource Product for identification and programming for students with outstanding talent in the visual and performing arts.

(The booklet includes creative writing; therefore, the title was changed to read "creative arts.")

Activities:

3.1 (Covered in Section I. This task force sent invitations to sixteen other persons to serve as consultants after the core group was selected and held meetings, after the preliminary work of the task force, which included all interested consultants.)

3.2 Review assessment and programming procedures used in established programs for students talented in the visual and performing arts.

Letters requesting information on programs were sent to the following: Connecticut -- 18 programs; out of state -- 25 programs; programs funded by grants from the U.S. Office of Gifted and Talented (1979-80) -- 7 programs; 4 state consultants of gifted and talented. Fifty-four letters in toto were sent for information.

Numerous telephone calls were made to discuss issues in identification and programming with persons in and out of state.

Materials on programs were studied carefully by members according to their interests in age level (elementary, junior high and high school) and filed for reference uses.

3.3-7 Determine most appropriate practices and options for identifying talented students.

Task force members were delegated responsibilities for sections of the booklet. (Authors are designated in the sections of the final product.) Each person submitted several drafts of sections, all of which were duplicated by the task force chairperson and sent to members before the next meeting. The meetings involved all task force members in critical discussion and suggestions for revision work. The coordinator-editor attended these meetings and, therefore, was involved in critical work throughout the process. The meetings with consultants added further comment and suggestion for revisions. Final editing of the entire manuscript by the editor and the project director resulted in further revisions by members. As a result of individual work (numerous re-writes of each section) and group efforts, the manuscript became a polished product. It contains each section required under these objectives (3.3-7), includes more material in the Appendices than required, and includes sample program models for each age level after sections on identification and programming.

3.8 (Objective 3.8 is covered in Section I.)

Objective 4.0 (Objectives 4.0-.7 are covered in Section I.)

One exception in the demonstration of the creative arts booklet was the objective to use students. Although students were not available for the sessions, the member who extensively trains professional personnel did demonstrate how he trains and trained persons at the all-day Saturday session. At the workshop sessions at ACES and CREC, the task force chairperson showed examples of student work for identification purposes.

OBJECTIVES FOR IDENTIFYING AND PROGRAMMING FOR HISPANIC GIFTED AND TALENTED

Objective 5.0 Develop and produce a Resource Product for identifying and programming for Spanish-speaking students.

(The title was changed, per permission of the U.S. Office of Gifted and Talented, to read "for Hispanic students" because of task force wishes.)

Activities:

5.1 Identify resource individuals and form State Task Force. Covered in Section I with the exception of the first step: consulting the State of Connecticut Consultant in Foreign Languages and Bilingual Education for suggestion of names for task force chairperson, members and consultants. After the original selection, task force members suggested other persons. Members represented two fields: bilingual education and education for gifted and talented.

Task force members met throughout the year in various localities and at various times to meet the needs of task force members. Sub-committees met on particular topics; individuals met with the editor; all members read every section and commented on it critically for revision work. Several revisions and re-writing of sections occurred after editing by the coordinator and project director until a polished product resulted. Because two different fields of education were represented on this task force, more writing and editing were necessary on the part of the editor.

5.2 The task force chairperson collected data on demographic statistics in Connecticut from the State Department of Education and national bilingual sources. All gifted and talented programs in large cities in Connecticut were contacted for numbers of Hispanics in their programs as background material.

5.3 Determine and prioritize needs of Spanish-speaking gifted students.

The task force determined characteristics of Hispanic children and youth from readings and the expertise of the members. The main needs to be met in identification and programming dealt with linguistic and cultural patterns which affected all areas included in the final resource product.

5.4 The literature search was extensive and entailed correspondence and telephone interviews with knowledgeable persons in program, agencies and universities around the country where some interest in Hispanic gifted was expressed.

Among those contacted were: E. Paul Torrance, University of Georgia; Maria Elena Pynn, Access, Bethesda, MD; Clifford Stallings, International University, San Diego; Merle Karnes, University of Illinois; William Brazzil, University of Connecticut; Sister Helen Clifford, Diocese of Bridgeport, CT; Rosalyn Duffy and Sandra Lawler, special consultants for a bilingual conference on the gifted sponsored by the Connecticut State Department of Education; Nora Cohen, Philadelphia, PA school system; E.A. DeAvila, Corte Medira, CA, creator of the Cartoon Conservation Scale and curriculum for Spanish-speaking students.

Several tests were sent for and reviewed. Besides those listed and described in the booklet were the following: SOI Learning Abilities Test; Form U of IBRIC (this test took the place of the Alpha Biographical Inventory); Kuhlman-Anderson Tests; Torrance & Khatena -- Thinking Creatively with Sounds and Words.

5.5 Review existing identification procedures and instruments for Spanish-speaking gifted students.

Task force members each received a packet of appropriate materials from the Connecticut Clearinghouse for the Gifted and Talented files and library and the libraries of task force members. The bibliography represents materials read by one or more of the task force members. Materials covered issues of identification, programming and evaluation in education of the gifted and talented, particularly those pertaining to the culturally different, and on cultural characteristics, parental involvement and considerations for characteristics of teachers for selection in programs with Hispanic gifted.

The literature is very scant pertaining to Hispanic gifted per se. Programs for Hispanic gifted are scarce. Ernest Bernal's program in Texas is no longer under his direction; the program in Philadelphia, PA no longer exists; the New Bedford, MA program is no longer under Sandra Lawler and is predominantly for Portuguese children, not Hispanic. Programs are getting underway in New York City. The program in Hartford under the direction of a task force member appears to be the most substantial at this time along with two programs in New Haven, CT for middle and secondary school students.

5.6 Determine appropriate identification procedures or recommend needed procedures to be devised.

The task force member directing the project in Hartford, his colleague and a person in the testing office of the Hartford school system contributed heavily to the identification section on procedures. Other members of the task force added to their work through review and annotation of instruments and through descriptions. Three identification systems were described for the different age levels: elementary, middle school and high school from the Hartford and New Haven programs.

5.7 Recommend or devise guidelines and options for appropriate programming.

All task force members contributed to ideas for guidelines and curriculum unit suggestions. In addition, guidelines for teaching strategies and characteristics of teachers were determined. Several materials available in the Connecticut Clearinghouse for the gifted were recommended for use and adaptation to meet the needs of Hispanic gifted on topics to pursue. Four programs representing the elementary, middle school and high school levels (academic, arts) were described as examples of programming activities. These programs, in Hartford, New Haven, and Bridgeport, were the same described in terms of identification procedures. Different task force members contributed these descriptions.

5.8 The resource product will include a listing of resource materials, agencies and individuals.

The bibliography and reference list is extensive and is complemented by a list of resources in the education of the gifted and talented in bilingual education. All task force members contributed to this section.

Objective 6.0 This objective is covered in Section I. The one exception is distribution of materials on Hispanic Gifted to the RESCs. Because the task force booklet distributed to all RESCs contains the most complete and up-to-date information, no other materials seemed pertinent.

Objective 6.2 - "A printed copy of the resource product will be available with dual translation (Spanish and English)" was considered not essential because the booklet was designed for professional personnel. Office of Gifted and Talented was contacted and given clearance to produce the booklet only in English.

OBJECTIVES FOR DIFFERENTIATED CURRICULUM IN MARINE STUDIES/ COMPUTER SCIENCE FOR GIFTED AND TALENTED STUDENTS

Objective 7.0 Develop and produce a Resource Product on differentiated curricula in marine studies (and computer science) for gifted students.

Activities:

7.1 (Covered in Section I.)

7.2 Seek out and involve resource agencies in Connecticut.

All major agencies were contacted; lists of these agencies and organizations are in the booklet and have descriptions of their offerings and contact persons, addresses and telephone numbers.

7.3 Review existing published curricula in these areas of science and determine appropriate adaptations and extensions for the gifted.

The literature search for marine studies/computer science included an ERIC search which produced few relevant leads. However, correspondence by the task force chairpersons and editor was extensive.

7.3.1 Letters were sent to all state consultants of gifted and talented programs requesting information on programs in their states with marine studies and/or computer science for the gifted and talented. A self-addressed post card was included. Responses were received from Colorado, North Dakota, North Carolina, Indiana, Vermont, New Hampshire, Oregon, Nevada, Utah, Kentucky, Louisiana, West Virginia, Alaska, Idaho, Indiana.

Forms with cover letters were sent to approximately thirty-five persons whose names were suggested by their state consultants. (See Appendix C for forms.) Responses were relatively few in relation to the number of forms sent.

7.3.2 Programs funded under the U.S. Office of Gifted and Talented, 1979-80 list, which might be relevant for the search were contacted. Each letter was tailored for the particular project contacted.

7.3.3 Task Force chairpersons designated gifted and talented programs in Connecticut that might be contacted. Approximately thirty persons received letters with forms and an additional fifteen received letters specifically for computer science. Twelve other persons were contacted by telephone and sent follow-up forms.

7.3.4 Letters requesting information on availability of services to gifted and talented students were sent to all agencies listed as resources in the grant.

7.3.5 Additional resources were solicited through telephone calls and correspondence for sources for materials.

The number of responses to the letters with forms was extremely low and, therefore, provided little information. The chairpersons did uncover persons to serve on the task forces, the major benefit of the Connecticut mailing.

Standard curriculum materials in the two sciences were accessible to the task force chairpersons in the libraries of their organizations.

The result of the survey indicated that differentiating curriculum for gifted and talented students in marine studies and computer science is still on the frontier. Expertise for the booklet mainly depended on the task force members who brought to the booklet detailed descriptions of programs and/or principles for differentiating curriculum on each age level. Because of a variety of experiences among task force members, objectives could be accomplished.

7.4 Adapt materials for use with gifted as part of the regular heterogeneously grouped classroom instruction.

Both sections (marine studies, computer science) describe principles and examples of adaptation.

7.5 Provide guidelines for conducting independent study with gifted students in marine studies (and computer science) to include features such as the following:

7.5.1-4 Appropriate methodologies; framing of questions that can be answered experimentally; directed tutorial type of research; compendium of resources and techniques.

Principles for guiding independent study and examples of student projects are in each section. The discussion and examples fulfill the above objectives.

The list of resources is extensive in each section and provides one of the most valuable contributions of this booklet in the sciences.

Objective 8.0 (Covered in Section I.) The exception under the sciences was to include demonstration on a research vessel, if possible. It was not possible; however, the Interstate All-Day Demonstration Conference was held near the Connecticut shoreline, a fulfillment of one of the objectives.

Objective 9.0 Write and disseminate a final evaluation report on project activities.

Activities:

9.1 Maintain files to monitor and document all aspects of project activities.

Materials referred to in this report are on file in the Connecticut Clearinghouse for the Gifted and Talented, including all correspondence and forms for correspondence.

9.2 Solicit and summarize critical reviews of each Resource Product.

Initial critical reviews from the distribution of draft copies were used to make the necessary corrections in the manuscripts.

9.3 Implement evaluation questionnaire at each workshop/ demonstration, where appropriate.

Evaluation sheets with responses from the two workshops and the all-day conference are on file. Summaries are in Appendix B in this report for the 1½-hour demonstrations.

9.4 For training sessions on assessment in visual and performing arts, analyze self-reports on competency and evaluation by trainers.

Because students were not able to be in the demonstrations, evaluation forms for the session on the creative arts at the all-day conference were the same as those distributed to all participants. However, participants in the creative arts session were asked to fill out the section for "Comments" to indicate their assessment of the training conducted in that session.

9.5 Compile and analyze all data.

All data were compiled throughout the process of producing the booklets, analyzed and acted upon for further development, demonstration and dissemination of the booklets.

9.6 Produce final evaluation report and disseminate to:

9.6.1-5 Connecticut State Department of Education; all RESCs in Connecticut; Connecticut Clearinghouse for Gifted and Talented; U.S. Office of Education (OGT); ERIC

The final report was disseminated to the appropriate agencies.

FINAL EVALUATION

The final evaluation of this project is in the four resource products themselves. Each booklet contributes to the education of the gifted and talented, especially because each one is on a new frontier and/or has developed an unusual format. From the literature searches and from review of the booklets, the information and discussions in these booklets offer unique resources to the field.

The process for the development of the products was that required for any major writing task -- long, laborious and ultimately gratifying. All task force chairpersons and members are proud of their respective booklets, interested in the other booklets and enthusiastic about demonstrating them -- an evaluation of the highest value.

APPENDICES

APPENDIX A

THE CONNECTICUT STATE DEPARTMENT OF EDUCATION

Invites you to attend...

AN OVERVIEW PRESENTATION OF FOUR RESOURCE PRODUCTS FOR PROFESSIONAL PERSONNEL

hosted by

The Capitol Region Education Council
212 King Philip Drive
West Hartford

Thursday, September 18 3:30-5:00

****

PRESENTERS:

James Undercofler and B. Joan Hickey- Conn-Cept IV
Identification and Programming for Students with Outstanding Talent in the Creative Arts

Daniel Barstow- Conn-Cept IX
Identifying and Programming for Hispanic Gifted Students

Harry Haakonsen and William Danielson- Conn-Cept X
Differentiated Curriculum in Marine Studies/Computer Science for Gifted and Talented Students

Sally Reis- Conn-Cept XI
A Multi-dimensional Approach to In-service for Professional Personnel in Gifted and Talented

Please return the form below by September 12 if you plan to attend this workshop.

G&T

Name_____

School_____ Town_____

Position_____ Phone_____

Return to: Charles R. Haller, CREC Staff Development,
212 King Philip Drive, West Hartford, CT 06117
Tel. 522-6137

a.c.e.s.

AREA COOPERATIVE EDUCATIONAL SERVICES
800 DIXWELL AVENUE - NEW HAVEN, CONNECTICUT 06511
(203) 562 - 9967

The Connecticut State Department of Education invites you to an overview presentation of four new resource products for professional personnel involved in gifted and talented education.

3:30--5:00 PM
(coffee at 3:15)
Monday, September 22, 1980
Conference Room 1

Area Cooperative Educational Services
800 Dixwell Avenue
New Haven, CT 06511

PRESENTATIONS:

Conn-cept IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts

Presenter: James Undercofler, Director, Educational Center for the Arts

Conn-cept IX: Identifying and Programming for Hispanic Gifted and Talented Students

Presenter: Tomas Miranda, Director, Bilingual Education, Bridgeport

Conn-cept X: Differentiated Curriculum in Marine Studies/ Computer Science for Gifted and Talented Students

Presenters: Harry Haakonsen, Southern Connecticut State College
Bill Danielson, Talcott Mountain Science Center

Conn-cept XI: A Multi-Dimensional Approach to In-Service for Professional Personnel in Gifted and Talented

Presenter: Alan White, Project BRIDGE, ACES

To help in planning for coffee and other arrangements, please return the form below by September 18th to Alan White at ACES, or call 562-9967.

NAME_____ POSITION_____

SCHOOL DISTRICT_____

- Pre-register me for CSDE presentation on Resource Products.

ACES is an Equal Opportunity Agency

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY & SECONDARY EDUCATION
BUREAU OF STUDENT SERVICES

The Connecticut State Department of Education, in conjunction with the six Connecticut regional educational service centers, invites you to an all-day demonstration of four new resource products and a review of past CONN-CEPT publications and the State Plan for 1980-85. Key representatives in education of the gifted and talented in Massachusetts and Rhode Island will join representatives from Connecticut for the day's activities on Saturday, September 27th.

Because of the nature of the conference, it is by invitation only. Task Force chairpersons of the four resource products and consultants from Massachusetts and Rhode Island have suggested the names of professional personnel with special interest in the four topics.

The conference schedule is attached. We look forward to your response by September 19th.

Please respond by Friday, Sept. 19th, by mail or phone:

State of Connecticut Clearinghouse for Gifted & Talented
C.R.E.C.
212 King Philip Drive
W. Hartford, CT 06117
(522-6137)

- -

I will / will not attend the demonstration conference on Saturday, September 27th sponsored by the State Department of Education & the six regional educational centers.

The Workshop I wish to attend is: Conn-Cept IV ____; IX ____; X____; XI _____ .

Name _____

Organization _____

Street _____

City _____ State _____ Zip _____

Telephone (office) _____

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY & SECONDARY EDUCATION
BUREAU OF STUDENT SERVICES

CONFERENCE SCHEDULE

Date: Saturday, September 27, 1980

Time: 9:00 a.m. - 3:30 p.m.

Place: Constitution Room
Howard Johnson Motor Lodge
East Lyme, Connecticut
(exit 74 off I-95)

Schedule:

9:00 - 9:30 a.m.	Coffee and Danish
9:30 - 10:00 a.m.	"Connecticut Conn-cepts - Today & Tomorrow" William G. Vassar, Connecticut Consultant for Gifted & Talented
10:00 - 10:15 a.m.	"Preview of Demonstration Sessions" Jean M. Blanning, Coordinator, CT Clearinghouse for G/T and Editor of Four Resource Products
10:30 - 12:00 p.m.	"Overview of Four Resource Products"

William Danielson - Computer Science
Harry Haakonsen - Marine Studies
Tomas Miranda - Hispanic Gifted
James Undercofler - Creative Arts
Alan White - In-Service

12:00 - 1:30 p.m. Lunch on own (4 restaurants within walking distance)

1:30 - 3:30 p.m. Resource Product Workshops (participant's choice)

Conn-cept IV: Identification & Programming for Students with Outstanding Talent in the Creative Arts - James Undercofler

Conn-cept IX: Identifying & Programming for Hispanic Gifted & Talented - Tomas Miranda

Conn-cept X: Differentiated Curriculum in Marine Studies/Computer Science - Harry Haakonsen & William Danielson

Conn-cept XI: A Multi-dimensional In-service Guidebook for Professional Personnel in Gifted & Talented - Alan White

APPENDIX B

E V A L U A T I O N

DEMONSTRATIONS OF FOUR RESOURCE PRODUCTS

1. Do you feel that one or more of the booklets will meet your planning and teaching needs?

   Please check which one(s).

   Creative Arts ( ); Computer Science ( ); Marine Studies ( );

   Hispanic Gifted ( ); In-service ( )

2. If the booklet(s) do(es) meet your needs, please check which areas of the booklet(s) are most appropriate.

   ___ quidelines (arts ___; computer ___; marine ___; Hispanic ___;in-service ___)

   ___ discussion of issues (arts ___; computer ___; marine ___; Hispanic ___;in-service ___)

   ___ examples of programs (arts ___; computer ___; marine ___; Hispanic ___;in-service ___)

   ___ lists of resources (arts ___; computer ___; marine ___; Hispanic ___;in-service ___)

   ___ approaches/ strategies (arts ___; computer ___; marine ___; Hispanic ___:in-service ___)

   ___ materials (arts ___; computer ___; marine ___; Hispanic __ ;in-service ___)

3. Do you think you are prepared to use the booklet(s) appropriately or that you need more training in the area(s)?

   Please indicate as follows: ✔ use appropriate <u>now</u>
   ✖ need <u>more</u> training

   Arts ( ); Computer ( ); Marine ( ); Hispanic ( ); In-service ( )

<u>Comments</u>: Please make any comments regarding the presentations and the booklets which will be helpful in further dissemination. Use back of sheet if necessary.

EVALUATION of the two one and one-half hour workshop demonstrations at CREC and ACES indicates the following:

#1 Do you feel that one or more of the booklets will meet your planning and teaching needs?

-- Creative Arts, Computer Science, Marine Studies and In-service had approximately the same number of checks.

-- Hispanic Gifted had one-third the number of checks as the others.

#2 If the booklet(s) meet your needs, please check which areas of the booklet(s) are most appropriate.

-- guidelines: highest and approximately the same for Arts, Computer Science and In-service.

-- discussion of issues: all booklets, except the Hispanic, were the same.

-- lists of resources: Arts and Computer Science ranked highest, with Marine Studies and In-service close in numbers.

-- approaches/strategies: Arts and Computer Science ranked highest with In-service and Marine Studies close in numbers.

-- materials: Computer Science and In-service ranked highest with Arts and Marine Studies close in numbers.

Checks for Hispanic Gifted were consistently about one-third of the others.

#3 Do you think you are prepared to use the booklet(s) appropriately or that you need more training in the area(s)?

Booklets appropriate for use now were In-service and the Arts. Marine Studies and Computer Science had one-half the checks as the former; Hispanic Gifted had about one-eighth.

Booklets requiring more training before use were Computer Science and Marine Studies with Hispanic Gifted close. Arts and In-service had few persons who felt more training was necessary.

APPENDIX C

MARINE STUDIES / COMPUTER SCIENCE

F O R M F O R

PROGRAM OR SPECIAL GROUP PROJECT

FOR PROGRAM DESCRIPTIONS, PLEASE INCLUDE THE FOLLOWING INFORMATION:

Objectives:

Strategies for working students into a learning process that addresses higher levels of learning:

Strategies for supervision:

Strategies for evaluation:

Topics addressed:

Percentage of time spent in endeavors:

PLEASE RETURN FORM TO: Conn. Clearinghouse for Gifted & Talented
212 King Philip Drive, W.Hartford, CT 06117

MARINE STUDIES / COMPUTER SCIENCE

CASE - STUDY FORM

Please write a brief description of a student project (independent study, apprenticeship, work with a mentor, etc.). Certain information will be helpful: the student's background, level and ability in the area undertaken; how his/her project was determined (resource person available, etc.); success of project in meeting needs of a gifted student; percentage of time spent; any further related activities of the student after the project was completed (college courses/major, career plans, etc.). Feel free to use the back of this sheet if necessary. For more than one case study, please use a separate sheet and attach to this sheet.

PLEASE RETURN FORM TO: Conn. Clearinghouse for Gifted & Talented
212 King Philip Drive, W.Hartford, CT 06117